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IDENTIFIERS *Associated Schools Project

ABSTRACT

Focusing on ways of extending UNESCO's 1974 recommendation concerning international education to the university level, educators from India, Mexico, Sweden, Nigeria, and the United States convened in Paris, August 22-26, 1977. The 1974 recommendation reaffirmed the responsibility of UNESCO nations to pursue educational opportunity, and advancement of justice, freedom, human rights, and peace. The document presents a four-part outline of the conference discussion. Part I considers the role and responsibility of universities in international education. Topics include the fragmentary nature of existing programs; contributions of university departments of peace studies, political science, and nuclear physics; program developments in elementary and secondary schools; and international themes which should be included in university curricula. Part II suggests how to implement education relating to world problems, human rights, peace, area studies, foreign languages, international relations, geography, and history. Recommendations include stressing an interdisciplinary approach and disseminating United Nations literature. Part III lists 12 guidelines for pilot international education projects. Part IV presents a proposal for launching a university international education program. The proposal stresses cooperative policy planning, international agency aid in data collection and analysis, and benefits of participating in international education programs. (Author/DB)

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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

CONSULTATION ON THE EXTENSION OF THE
ASSOCIATED SCHOOLS PROJECT TO THE UNIVERSITY LEVEL

(Paris, 22-26 August 1977)

REPORT

INTRODUCTION

1. A group of five experts met at Unesco House from 22 to 26 August 1977 to examine ways and means of extending the Unesco Associated Schools Project to the university level.
2. The Consultation was convened by the Director-General in pursuance of resolution 1.141 adopted by the General Conference at its nineteenth session in 1976. The experts who came from five Member States and who participated in a personal capacity, are listed in Annex I. The participants deeply regretted the absence of Professor M. Karas, Rector, Jagellonian University, Kraków, Poland, who had been invited but passed away a week prior to the Consultation.
3. The meeting was opened on behalf of the Director-General by Mr. W. Conton, Director of the Division of Equality of Educational Opportunity and Special Programmes. Mr. Conton emphasized the importance and significance of the task of the Consultation in:
 - (1) exploring possibilities of infusing university education with the aims and ideals of the Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms (adopted by the General Conference at its eighteenth session in 1974),⁽¹⁾
 - (11) formulating models for pilot projects to be undertaken by universities; and
 - (111) examining a practical strategy and means for extending the Project to the university level.
4. Mr. Conton called for a close look at how best international education can permeate universities and reach all students at least at one stage in the preparation of their future careers and responsibilities. By helping universities define the content, methods and materials for international education which should be included in university curricula and teaching, important steps can be taken in encouraging and assisting universities to assume their roles as vital contributors to peace and international co-operation.

(1) For the purpose of this report this Recommendation, the text of which appears in Annex II, will be referred to simply as "the Recommendation".

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5. At the opening session the following officers were elected:

Chairman: Mr. Malcolm S. Adiseshiah (India)

Vice-Chairman: Mr. Michael Olisa (Nigeria)

Rapporteur: Mr. James Becker (United States of America)

6. The main working document was a discussion guide prepared for the Consultation. In addition, the consultants were provided with a copy of the Recommendation, a report of the 1976 meeting of experts on ways and means of implementing it and reference materials on the Associated Schools Project.

Role and responsibility of the university in fostering international education in the light of the Unesco Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

7. Following the introduction of members of the Secretariat and participants, a fruitful exchange of views took place on the role and responsibility of the university in fostering international education in the light of the Recommendation.
8. It was agreed that international education in many of its forms was inherent in the very nature of the university owing to its universality. The role and responsibility of the university as a pace-setter for all other levels of education and as a trainer of national and professional leaders and teachers, illustrated its key position in furthering the aims and ideals of the Recommendation. Since the university should also serve as a consciousness raiser as concerns the ills of society and the world at large, participants felt that it must assume its responsibilities in making direct contributions towards their eradication. Furthermore, on account of the unprecedented rapid and global trends (e.g. excessive exploitation and uneven distribution of natural resources, spectacular build-up in the armament industry, widening gap between rich and poor, etc.) currently taking place in the world and their threat to peace and respect for human rights, a sense of urgency must be given to a fuller integration of international education into university curricula, research and activities. It should serve as a resource focus for the Associated Schools Project at the primary, secondary and teacher-training levels by assisting in the development of curricula and evaluation tools. It should lend assistance to the colleges and institutions which are affiliated with it in order to enhance their contribution to the implementation of the Recommendation.
9. In accordance with paragraph 27 of the Recommendation, the role of the university in lifelong education was emphasized. Contributions could take the form of extension courses or round tables for adults on important world issues, other countries and cultures, etc.
10. Some of the contributions which universities were already making were underlined. In this respect the roles played by departments of area studies, faculties of law, departments of history, geography and foreign languages were referred to. As concerns international co-operation the numerous joint projects and research programmes currently being carried out between universities in various countries as well as the exchange of students and professors were pointed out. As for peace, reference was made to the contributions of departments of peace studies, institutes of peace research, political science and nuclear physics.
11. However, in spite of such ongoing efforts, participants agreed that there was much room for improvement and called for renewed and strengthened efforts. Some of the obstacles which limit and impair the university in its efforts to

foster international solidarity were noted. In some cases it was felt that universities were too nation or region oriented while in others they were not sufficiently responsive to national and regional needs. In the former, it was observed that in some cases university curricula, for example, were too nationalistic and Eurocentric and gave too little attention to the contributions of other cultures and civilizations, international organizations, agencies, etc. On the other hand, the opposite problem was also posed. This was often felt to be the case in Third World countries in which universities were founded on Western models with instructional programmes being Western-oriented rather than focusing their aims and objectives on national and regional needs, priorities and values. It was pointed out that a prerequisite to building a foundation for international understanding and co-operation was to know well the history, culture, ethnic groups, etc. of one's own country. In some countries the lack of nationally produced reference materials for post-graduate level and the consequent heavy dependency on foreign literature was keenly felt. As a result, students often have access to information about scientific advances in other countries, alternative solutions to problems and trends, etc., but which do not relate nor are applicable to their own countries.

12. Furthermore, universities, recognizing that the education which they are already imparting has some international and global dimensions, do not always feel the need to develop further efforts along these lines. Hence, international education at the university level is often left to the initiative of the individual professor and consequently remains fragmented and does not constitute an official policy of the university. As a result, only a small percentage of university students receive adequate international education.

Organization of programmes of international education at the university level: alternative possibilities and structures

13. Attention was then turned to the organization and introduction of programmes of international education at the university level. Two main proposals were put forward: the need to integrate international education into existing structures and curricula; and the need for new alternative approaches.

14. As a first priority, it was recommended that an international dimension be included in each discipline. For example, in disciplines such as history (including art history and literature) which in some countries often centre on only a few regions, e.g. Europe, North America, they should be widened in order to embrace contributions of other civilizations and continents. Through biology courses, attention can be drawn, for instance, to the need for international co-operation in the protection of the environment ecosystem, etc. Also, interdisciplinary, problem- and action-oriented programmes were deemed to be effective ways of teaching about the many facets of complex world issues as well as about different countries and cultures. Although existing courses and programmes should be tapped to a maximum, the introduction of a separate course which explains to students the global responsibility of university education and the role of the various professions in furthering the aims of the Recommendation ought to be encouraged. More solutions should also be sought for the problems raised in facilitating exchanges of students and visiting professors (e.g. language barriers, tendency to limit exchanges to one geographical region, financial limitations, the equivalence of diplomas).

15. In addition to the impact universities can make on student attitudes and concern for world affairs, it was suggested to examine further the potential impact of the university on the community at large.

16. In view of the continual evolution of university programmes in meeting the needs of society it was suggested that the Recommendation be constantly borne in mind when change and reforms are proposed and applied. An identification of the possibilities of reinforcing international education through the day-to-day decision-making process of universities could be helpful. An assessment could also be made of the variety of ties and connections that universities and faculty members have at the local, national and international levels (e.g. funding sources, professional associations, accrediting groups, certification boards, textbook publishers, business and labour organizations, etc.) with a view to facilitating educational reform in the spirit of the Recommendation.

17. Universities might also pay closer attention to the achievements made in international education at the lower levels (primary and secondary) and vice-versa.

18. In addition, it was suggested that copies of the Recommendation be distributed on a wide scale within the university (to presidents, deans, faculty members, administrative officers, etc.). International education should also be placed on the agenda of appropriate international conferences such as those organized by international non-governmental organizations, having a mandate in the field of higher education.

Content of international education - main themes and subject areas

19. Participants proposed the following nine main areas of study which should receive particular attention in university curricula.

(i) Study of major world problems and issues

20. Emphasis was placed on the need, on the one hand, to familiarize students with the major problems facing humanity, and on the other, to encourage their active participation in finding and implementing solutions. These problems constitute the main themes being discussed within the forum of the United Nations system such as the new international economic order, environment, population, water, food, industrialization, energy, human settlements, the promotion of the status of women, and science and technology. Such themes could generate concern for such issues and at the same time enable students to learn more about the work of the system of the United Nations. They could also be taken up by university educators in order to enrich and strengthen the international dimension in their courses.

(ii) Study of human rights and fundamental freedoms

The role of universities was stressed in furthering respect for human rights, for example, by providing theoretical and conceptual frameworks for research and effective teaching. Universities are encouraged to promote human rights at both local and national levels in addition to focusing on different concepts of human rights in other countries. It also appeared necessary to examine the roles of various intergovernmental, international and non-governmental organizations in promoting respect for human rights. The influence of multinational and trans-national companies on the observance of human rights should also be examined.

(iii) Study of peace

Attention was drawn to some of the problems involved in the study of peace since it remains, in some instances, a rather vague and abstract concept to many students. It was felt that the increasing number of peace research institutes within universities could assist in throwing new light on the effective teaching of this subject through a number of disciplines. One approach might consist, for

example, of examining specific issues such as the new international economic order, hunger, etc. and indicate their relationship to peace. The major problems of humanity referred to in paragraph 18 of the Recommendation were suggested as specific areas for peace research. The study of armaments was singled out as being especially important because of the massive resources they absorb, both human and financial (over \$300 billion were spent by nations on arms in 1976) and the climate of threat, fear and tension they tend to create. Case studies related to tension areas or threats to peace were also proposed.

(iv) Education

Departments of education were felt to be in a prime position to further international education by:

- (a) elaborating curricula and evaluation tools to be applied by schools (including Associated Schools) at the primary, secondary and teacher-training institutions;
- (b) serving as a lead agent in providing "global literacy" (this term was used at a 1976 Unesco meeting on the implementation of the Recommendation to signify a basic understanding of the contemporary world, its problems and evolving systems of international relationships and the need for everyone to take part in contributing towards a better world); and
- (c) promoting adult and informal education consistent with the aims of the Recommendation.

(v) International relations

Many universities have a Centre of International Relations which was deemed most desirable but which unfortunately reach only a small number of students. It was also generally felt that the centres' approaches and programmes could be considerably improved to broaden their substantive offerings and attract more students. It was recommended that less emphasis might be given to tension, conflict, and wars and more to the causes of conflict and the need for peaceful settlements. Participants remarked that centres often tended to concentrate on nations, foreign policies of specific governments, bilateral relations etc., rather than focusing on other influential bodies such as multinational companies, on the role and work of the United Nations and its Specialized Agencies and other intergovernmental and international organizations as well as the global dimensions of issues and problems, interdependence, and ecological concerns. Some such centres are already teaching in such a wider international perspective. It was agreed that this tendency should be encouraged. Also more recognition needs to be given to the fact that all international affairs have local and national origins and implications.

(vi) Area studies

Area study centres are often a part of universities and as in the above discipline, the nature of their content implies international education. But once again, their roles in strengthening international education could be enhanced. Such centres often limit their action to training specialists in the regions under study. However, their valuable infrastructures and resources could be mobilized to provide a better comprehension of different countries and cultures among the general student body or the community at large.

(vii) Study of foreign languages

University students should have a working knowledge of at least one foreign or another national language for two main reasons: professional advantages

inherent in being able to work in a language other than one's own and the fact that the ability to communicate with others in their language contributes in many cases to fuller mutual understanding and respect. The decline in some countries in the number of students studying foreign languages was noted. This appeared partially due to the fact that one or more foreign languages were no longer a requirement for a university degree. The introduction of short intensive language courses adapted to the specific needs of students majoring in a wide range of fields, e.g. engineering, law, natural sciences, was proposed as an effective means of promoting interest among students in learning foreign languages and equipping them to broaden their professional knowledge and contacts.

(viii) Geography and history

Geography and history courses were regarded as vitally important in eradicating misconceptions, misunderstandings and prejudices vis-à-vis historical events and other countries and cultures.

21. The need to infuse these main areas of study with the aims and ideals of the Recommendation in a highly scientific and professional manner was emphasized.

Methods and materials

22. With regard to methodology a distinction was made between methods in international education and methods for promoting international education. However, in both cases, the difficulties involved in methodology in changing existing structures and creating new ones were underlined.

As concerns methods in international education the elaboration and utilization of interdisciplinary, multidisciplinary and transdisciplinary approaches were advocated. Increased efforts to adapt disciplines to the reality of the crucial issues facing humanity and even threatening its survival were equally stressed. Students often have only a fragmentary view of current world problems and are unaware or unsure how they can make contributions, even at local levels to solving them. Hence the various disciplines should strive towards providing students with greater insight, aptitudes and knowledge, in comprehending the many facets of issues and cultures and providing guidelines as to how they can take an active part, often through their professions, in making a better world for all. Co-operative projects between universities, particularly in areas of research of common concern, were also indicated as effective methods.

23. In the field of methods for promoting international education the active participation of teachers and students was deemed imperative if university curricula were to evolve effectively and with some rapidity in accordance with the Recommendation. The involvement of student councils, associations, clubs, etc. could be most valuable as well as faculty development programmes which include in-service training of teachers through workshops, and seminars. The need to improve and facilitate the exchanges of students and visiting professors was suggested by such means as prolonging their visits and by continuing to seek solutions to problems related to the equivalence and recognition of degrees. More exchanges between industrialized and Third World countries were recommended.

Materials

24. In an attempt to internationalize disciplines and at the same time remedy the lack of materials on various current world issues, it was proposed that wider use be made by the universities of the vast literature produced by the United Nations system. Since it is often difficult for teachers and professors to use materials which were not originally prepared for their courses and thereby

require some modification, universities should facilitate the processing and adaptation of such literature. Universities should also be encouraged (perhaps in some instances under contract with Unesco) to prepare material on complex issues such as the new international economic order, for teachers and professors of a wide range of disciplines so as to encourage them to teach about these issues and take part in interdisciplinary approaches. A wider dissemination of bibliographies of United Nations' materials and literature on specific themes was proposed. The infrastructure that many universities are equipped with, to produce audio-visual materials, television programmes etc., should be more widely used to promote international education. Also some of the materials prepared for Associated Schools could be of interest to universities and should be made available to them accordingly.

Research

25. A number of research proposals were put forward and discussed. In some countries the preparation and improvement of university textbooks and reference material is often a long, time-consuming and little understood process. The opportunities presented in this process must be understood and used in introducing the changes needed for the enhancement of international education. Hence, comparative studies on the role and importance of university textbooks (production, selection, publishing, industry, how they reach the universities, etc.) should be carried out. An inventory of literature produced by international organizations such as Unesco, coupled with an explanation as to how it can be best used in specific fields such as art, the natural sciences or the social sciences was recommended. Research should be carried out on attitudes and views of students and teachers with regard to world problems so as to assist in making world issues more relevant to students and encourage them to make contributions even at the local levels. Much of the ongoing research presently being undertaken by universities could provide excellent opportunities to examine further the effective teaching of the major problems of humanity. More pedagogical research on the effects of university education on the attitudes of students appears necessary including the study of "hidden curriculum" (e.g. mass media) which is often known to influence them. An evaluation of the effects of international education was proposed. Noting that there are not widely accepted theories of educational change, additional studies were also called for on the whole process regarding changes in education at the university level.

RECOMMENDATIONS

(A) Models for pilot projects in international education at the university level

26. In view of the magnitude of the task and the urgency involved in the infusion of international education into university programmes, it was agreed that the Unesco Secretariat should conduct pilot projects in co-operation with universities as an immediate follow-up to the Consultation. The projects should centre on those areas which could facilitate and improve international education at this level.

27. A number of proposals for pilot projects were formulated, such as to:

carry out a thorough study on the entire process of textbook selection for university use, with a view to enhancing the contribution of textbook and reference materials in the reinforcement of international education;

conduct research on the effectiveness of the Associated Schools Project at the primary-, secondary- and teacher-training levels and develop evaluation tools and techniques;

integrate the study of some of the major problems of humanity, as referred to in paragraph 18 of the Recommendation, into ongoing university research;

prepare an introductory course to university studies which provides students with a global perspective on the role of university studies and specializations in fostering international co-operation and peace;

organize an international symposium on faculty development, i.e. how university teachers can be encouraged and assisted to fulfil their roles in furthering international education;

develop interdisciplinary or problem-oriented approaches (i.e. a more global perspective in teaching international relations, the development of a course on human ecology - man and his environment, etc.);

assess the contribution of each discipline (history, geography, art, literature, biology, etc.) to international education and make modifications accordingly;

study the various concepts and application of human rights in different cultures as defined in the Universal Declaration of Human Rights with a view to promoting greater respect for these rights;

undertake research on specific issues of humanity, such as hunger, the new international economic order, environment, women, etc., in order to improve the teaching of these vital topics;

facilitate the utilization of documentation produced by the United Nations and its Specialized Agencies by identifying their possible usage in each discipline and subsequently prepare appropriate bibliographies and handbooks on how best to use such documentation in universities;

conduct an inventory based on the analysis of syllabi in the arts and science faculties and determine how they are contributing, or not contributing, to the Recommendation;

solicit the collaboration of university professional organizations in furthering the Recommendation;

develop a network of pivotal universities which could serve as centres for the promotion of international education.

28. It was agreed that the Recommendation should serve as the source of guidelines in establishing criteria for pilot projects.
29. Some participants also suggested a number of specific considerations that might be borne in mind in establishing and carrying out pilot projects. These suggestions include: more than one university (department should participate whenever possible in the project; the concerns of the larger community outside the university should be kept in mind and whenever possible, community groups or agencies should be involved in some way, thus increasing the likelihood that the results achieved will be accepted by and benefit both the university and the larger community; the pilot projects should help university teachers and students to understand better the role and work of the United Nations system; and co-operation with universities in other countries should be encouraged.
30. The projects should be designed and carried out with a view to throwing new light on how universities can actively and effectively take part in the implementation of the Recommendation. It was proposed that the results of such

projects should be widely distributed by Unesco to universities throughout the world so that they might serve as examples and sources of inspiration for other institutions interested in furthering the objectives of the Recommendation.

(B) Practical strategy for the extension of the Associated Schools Project to the university level - recommendations at the international, national and institutional levels

31. After a review of the history, experience and accomplishments of the Associated Schools Project, the Consultation agreed that considerable success had been achieved. However, subsequent to discussions on the purposes, nature and organization of university level international education, participants were of the opinion that whilst Unesco should urgently carry out such an educational programme to implement the Recommendation, it need not take the form of an extension of the Associated Schools Project as such to the university level. Although it was considered to be premature for the Organization to envisage the establishment of any type of international network of universities, participants recommended that the necessary action be taken in order to ensure, on the one hand, interaction between universities and the lower levels of education (including institutions taking part in the Associated Schools Project), and on the other, the exchange of information among universities.

32. As concerns suggestions for a practical strategy to launch a university international education programme, under the auspices of Unesco, several proposals were put forward:

International level

- (1) (i) Initiate immediately a small number of pilot projects along the lines recommended by the Consultation;
- (ii) Sponsor a series of international and regional conferences or symposia focusing on specific aspects of the implementation of the Recommendation (the results of the projects mentioned in (i) might be included in the agendas of these conferences);
- (iii) Provide sufficient follow-up on pilot projects and regional meetings (it is anticipated that a number of national or local conferences on similar themes will be held);
- (iv) Compile studies and data on what is currently being done in universities in different countries in support of the Recommendation (in some cases Unesco might sign contracts with universities or other research agencies to collect, on a sampling basis, information about the current state of international education at the university level).

National level

- (v) Enlist the co-operation of Unesco National Commissions and the many other agencies and associations with an interest in this field, such as professional associations within the various disciplines, non-governmental organizations and organizations and unions or associations of university professors or secondary school teachers.

Institutional level

- (vi) Distribute widely the Recommendation to presidents, deans and department head, teaching and administrative staff, student groups, etc. of higher learning and encourage and assist them in implementing it.

33. It was agreed that organizational arrangements for the administration of such a programme at the international level (i.e. the methods of reporting and publicizing the programme once it is underway, the establishment of a network of member institutions, etc.) should be the subject of further consideration at the proposed conferences. It was also felt that the considerable knowledge and experience gained during the pilot project phase of the programme would offer further guidance.

34. Among the services which Unesco and other concerned agencies might render to universities to assist them in their efforts to reinforce international education are: ensuring representation at conferences and symposia, publication and provision of teaching material, documents, and research results, support for surveys, studies or other pilot projects, and opportunities to work with or exchange information with professional colleagues in other countries.

35. In reviewing the many ideas, suggestions and recommendations which emanated from the Consultation a sense of urgency and importance emerged. The participants agreed that Unesco should be urged to give high priority to the launching and implementation of a university-level programme within the framework of the Recommendation and that this priority should be clearly reflected in the resources and staff allocated by the Organization for this purpose.

ANNEX I

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ANNEX II

**Recommendation
concerning education for international understanding,
co-operation and peace and
education relating to human rights
and fundamental freedoms**

**adopted by the General Conference at its eighteenth session
Paris, 19 November 1974**



Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms

The General Conference of the United Nations Educational, Scientific and Cultural Organization, meeting in Paris from 17 October to 23 November 1974, at its eighteenth session,

Mindful of the responsibility incumbent on States to achieve through education the aims set forth in the Charter of the United Nations, the Constitution of Unesco, the Universal Declaration of Human Rights and the Geneva Conventions for the Protection of Victims of War of 12 August 1949, in order to promote international understanding, co-operation and peace and respect for human rights and fundamental freedoms,

Reaffirming the responsibility which is incumbent on Unesco to encourage and support in Member States any activity designed to ensure the education of all for the advancement of justice, freedom, human rights and peace,

Noting nevertheless that the activity of Unesco and of its Member States sometimes has an impact only on a small minority of the steadily growing numbers of schoolchildren, students, young people and adults continuing their education, and educators, and that the curricula and methods of international education are not always attuned to the needs and aspirations of the participating young people and adults,

Noting moreover that in a number of cases there is still a wide disparity between proclaimed ideals, declared intentions and the actual situation,

Having decided, at its seventeenth session, that this education should be the subject of a recommendation to Member States,

Adopts this nineteenth day of November 1974, the present recommendation.

The General Conference recommends that Member States should apply the following provisions by taking whatever legislative or other steps may be required in conformity with the constitutional practice of each State to give effect within their respective territories to the principles set forth in this recommendation.

The General Conference recommends that Member States bring this recommendation to the attention of the authorities, departments or bodies responsible for school education, higher education and out-of-school education, of the various organizations carrying out educational work among young people and adults such as student and youth movements, associations of pupils' parents, teachers' unions and other interested parties.

The General Conference recommends that Member States submit to it, by dates and in the form to be decided upon by the Conference, reports concerning the action taken by them in pursuance of this recommendation.

I. Significance of terms

1. For the purposes of this recommendation:

- (a) The word 'education' implies the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capacities, attitudes, aptitudes and knowledge. This process is not limited to any specific activities.
- (b) The terms 'international understanding', 'co-operation' and 'peace' are to be considered as an indivisible whole based on the principle of friendly relations between peoples and States having different social and political systems and on the respect for human rights and fundamental freedoms. In the text of this recommendation, the different connotations of these terms are sometimes gathered together in a concise expression, 'international education'.
- (c) 'Human rights' and 'fundamental freedoms' are those defined in the United Nations Charter, the Universal Declaration of Human Rights and the International Covenants on Economic, Social and Cultural Rights, and on Civil and Political Rights.

II. Scope

- 2. This recommendation applies to all stages and forms of education.

III. Guiding principles

- 3. Education should be infused with the aims and purposes set forth in the Charter of the United Nations, the Constitution of Unesco and the Universal Declaration of Human Rights, particularly Article 26, paragraph 2, of the last-named, which states: 'Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.'
- 4. In order to enable every person to contribute actively to the fulfilment of the aims referred to in paragraph 3, and promote international solidarity and co-operation, which are necessary in solving the world problems affecting the individuals' and communities' life and exercise of fundamental rights and freedoms, the following objectives should be regarded as major guiding principles of educational policy:
 - (a) an international dimension and a global perspective in education at all levels and in all its forms;
 - (b) understanding and respect for all peoples, their cultures, civilizations, values and ways of life, including domestic ethnic cultures and cultures of other nations;
 - (c) awareness of the increasing global interdependence between peoples and nations;
 - (d) abilities to communicate with others;
 - (e) awareness not only of the rights but also of the duties incumbent upon individuals, social groups and nations towards each other;
 - (f) understanding of the necessity for international solidarity and co-operation;
 - (g) readiness on the part of the individual to participate in solving the problems of his community, his country and the world at large.
- 5. Combining learning, training, information and action, international education should further the appropriate intellectual and emotional development of the individual. It should develop a sense of social responsibility and of solidarity with less privileged groups and should lead to observance of the principles of equality in everyday conduct. It should also help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems at the national and the international level; to understand and explain facts, opinions and ideas; to work in a group; to accept and participate in free discussions; to observe the elementary rules of procedure applicable to any discussion; and to base value-judgements and decisions on a rational analysis of relevant facts and factors.
- 6. Education should stress the inadmissibility of recourse to war for purposes of expansion,

aggression and domination, or to the use of force and violence for purposes of repression, and should bring every person to understand and assume his or her responsibilities for the maintenance of peace. It should contribute to international understanding and strengthening of world peace and to the activities in the struggle against colonialism and neo-colonialism in all their forms and manifestations, and against all forms and varieties of racialism, fascism, and apartheid as well as other ideologies which breed national and racial hatred and which are contrary to the purposes of this recommendation.

IV. National policy, planning and administration

7. Each Member State should formulate and apply national policies aimed at increasing the efficacy of education in all its forms and strengthening its contribution to international understanding and co-operation, to the maintenance and development of a just peace, to the establishment of social justice, to respect for and application of human rights and fundamental freedoms, and to the eradication of the prejudices, misconceptions, inequalities and all forms of injustice which hinder the achievement of these aims.
8. Member States should in collaboration with the National Commissions take steps to ensure co-operation between ministries and departments and co-ordination of their efforts to plan and carry out concerted programmes of action in international education.
9. Member States should provide, consistent with their constitutional provisions, the financial, administrative, material and moral support necessary to implement this recommendation.

V. Particular aspects of learning, training and action

Ethical and civic aspects

10. Member States should take appropriate steps to strengthen and develop in the processes of learning and training, attitudes and behaviour based on recognition of the equality and necessary interdependence of nations and peoples.
11. Member States should take steps to ensure that the principles of the Universal Declaration of Human Rights and of the International Convention on the Elimination of All Forms of Racial Discrimination become an integral part of the developing personality of each child, adolescent, young person or adult by applying these principles in the daily conduct of education at each level and in all its forms, thus enabling each individual to contribute personally to the regeneration and extension of education in the direction indicated.
12. Member States should urge educators, in collaboration with pupils, parents, the organizations concerned and the community, to use methods which appeal to the creative imagination of children and adolescents and to their social activities and thereby to prepare them to exercise their rights and freedoms while recognizing and respecting the rights of others and to perform their social duties.
13. Member States should promote, at every stage of education, an active civic training which will enable every person to gain a knowledge of the method of operation and the work of public institutions, whether local, national or international, to become acquainted with the procedures for solving fundamental problems; and to participate in the cultural life of the community and in public affairs. Wherever possible, this participation should increasingly link education and action to solve problems at the local, national and international levels.
14. Education should include critical analysis of the historical and contemporary factors of an economic and political nature underlying the contradictions and tensions between countries, together with study of ways of overcoming these contradictions, which are the real impediments to understanding, true international co-operation and the development of world peace.
15. Education should emphasize the true interests of peoples and their incompatibility with the interests of monopolistic groups holding economic and political power, which practise exploitation and foment war.
16. Student participation in the organization of studies and of the educational establishment they are attending should itself be considered a factor in civic education and an important element in international education.

Cultural aspects

17. Member States should promote, at various stages and in various types of education, study of different cultures, their reciprocal influences, their perspectives and ways of life, in order to encourage mutual appreciation of the differences between them. Such study should, among other things, give due importance to the teaching of foreign languages, civilizations and cultural heritage as a means of promoting international and inter-cultural understanding.

Study of the major problems of mankind

18. Education should be directed both towards the eradication of conditions which perpetuate and aggravate major problems affecting human survival and well-being—inequality, injustice, international relations based on the use of force—and towards measures of international co-operation likely to help solve them. Education which in this respect must necessarily be of an interdisciplinary nature should relate to such problems as:
 - (a) equality of rights of peoples, and the right of peoples to self-determination;
 - (b) the maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissibility of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace;
 - (c) action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in its various forms;
 - (d) economic growth and social development and their relation to social justice, colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions;
 - (e) the use, management and conservation of natural resources, pollution of the environment;
 - (f) preservation of the cultural heritage of mankind;
 - (g) the role and methods of action of the United Nations system in efforts to solve such problems and possibilities for strengthening and furthering its action.
19. Steps should be taken to develop the study of those sciences and disciplines which are directly related to the exercise of the increasingly varied duties and responsibilities involved in international relations.

Other aspects

20. Member States should encourage educational authorities and educators to give education planned in accordance with this recommendation an interdisciplinary, problem-oriented content adapted to the complexity of the issues involved in the application of human rights and in international co-operation, and in itself illustrating the ideas of reciprocal influence, mutual support and solidarity. Such programmes should be based on adequate research, experimentation and the identification of specific educational objectives.
21. Member States should endeavour to ensure that international educational activity is granted special attention and resources when it is carried out in situations involving particularly delicate or explosive social problems in relations, for example, where there are obvious inequalities in opportunities for access to education.

VI. Action in various sectors of education

22. Increased efforts should be made to develop and infuse an international and inter-cultural dimension at all stages and in all forms of education.
23. Member States should take advantage of the experience of the Associated Schools which carry out, with Unesco's help, programmes of international education. Those concerned with Associated Schools in Member States should strengthen and renew their efforts to extend

the programme to other educational institutions and work towards the general application of its results. In other Member States, similar action should be undertaken as soon as possible. The experience of other educational institutions which have carried out successful programmes of international education, should also be studied and disseminated.

24. As pre-school education develops, Member States should encourage in it activities which correspond to the purposes of the recommendation because fundamental attitudes, such as, for example, attitudes on race, are often formed in the pre-school years. In this respect, the attitude of parents should be deemed to be an essential factor for the education of children, and the adult education referred to in paragraph 30 should pay special attention to the preparation of parents for their role in pre-school education. The first school should be designed and organized as a social environment having its own character and value, in which various situations, including games, will enable children to become aware of their rights, to assert themselves freely while accepting their responsibilities, and to improve and extend through direct experience their sense of belonging to larger and larger communities—the family, the school, then the local, national and world communities.
25. Member States should urge the authorities concerned, as well as teachers and students, to re-examine periodically how post-secondary and university education should be improved so that it may contribute more fully to the attainment of the objectives of this recommendation.
26. Higher education should comprise civic training and learning activities for all students that will sharpen their knowledge of the major problems which they should help to solve, provide them with possibilities for direct and continuous action aimed at the solution of those problems, and improve their sense of international co-operation.
27. As post-secondary educational establishments, particularly universities, serve growing numbers of people, they should carry out programmes of international education as part of their broadened function in lifelong education and should in all teaching adopt a global approach. Using all means of communication available to them, they should provide opportunities, facilities for learning and activities adapted to people's real interests, problems and aspirations.
28. In order to develop the study and practice of international co-operation, post-secondary educational establishments should systematically take advantage of the forms of international action inherent in their role, such as visits from foreign professors and students and professional co-operation between professors and research teams in different countries. In particular, studies and experimental work should be carried out on the linguistic, social, emotional and cultural obstacles, tensions, attitudes and actions which affect both foreign students and host establishments.
29. Every stage of specialized vocational training should include training to enable students to understand their role and the role of their professions in developing their society, furthering international co-operation, maintaining and developing peace, and to assume their role actively as early as possible.
30. Whatever the aims and forms of out-of-school education, including adult education, they should be based on the following considerations:
 - (a) as far as possible a global approach should be applied in all out-of-school education programmes, which should comprise the appropriate moral, civic, cultural, scientific and technical elements of international education;
 - (b) all the parties concerned should combine efforts to adapt and use the mass media of communication, self-education, and inter-active learning, and such institutions as museums and public libraries to convey relevant knowledge to the individual, to foster in him or her favourable attitudes and a willingness to take positive action, and to spread knowledge and understanding of the educational campaigns and programmes planned in accordance with the objectives of this recommendation;
 - (c) the parties concerned, whether public or private, should endeavour to take advantage of favourable situations and opportunities, such as the social and cultural activities of youth centres and clubs, cultural centres, community centres or trade unions, youth gatherings and festivals, sporting events, contacts with foreign visitors, students or immigrants and exchanges of persons in general.
31. Steps should be taken to assist the establishment and development of such organizations as

student and teacher associations for the United Nations, international relations clubs and Unesco Clubs, which should be associated with the preparation and implementation of co-ordinated programmes of international education.

32. Member States should endeavour to ensure that, at each stage of school and out-of-school education, activities directed towards the objectives of this recommendation be co-ordinated and form a coherent whole within the curricula for the different levels and types of education, learning and training. The principles of co-operation and association which are inherent in this recommendation should be applied in all educational activities.

VII. Teacher preparation

33. Member States should constantly improve the ways and means of preparing and certifying teachers and other educational personnel for their role in pursuing the objectives of this recommendation and should, to this end:
 - (a) provide teachers with motivations for their subsequent work: commitment to the ethics of human rights and to the aim of changing society, so that human rights are applied in practice; a grasp of the fundamental unity of mankind; ability to instil appreciation of the riches which the diversity of cultures can bestow on every individual, group or nation;
 - (b) provide basic interdisciplinary knowledge of world problems and the problems of international co-operation, through, among other means, work to solve these problems;
 - (c) prepare teachers themselves to take an active part in devising programmes of international education and educational equipment and materials, taking into account the aspirations of pupils and working in close collaboration with them;
 - (d) comprise experiments in the use of active methods of education and training in at least elementary techniques of evaluation, particularly those applicable to the social behaviour and attitudes of children, adolescents and adults;
 - (e) develop aptitudes and skills such as a desire and ability to make educational innovations and to continue his or her training; experience in teamwork and in interdisciplinary studies; knowledge of group dynamics; and the ability to create favourable opportunities and take advantage of them;
 - (f) include the study of experiments in international education, especially innovative experiments carried out in other countries, and provide those concerned, to the fullest possible extent, with opportunities for making direct contact with foreign teachers.
34. Member States should provide those concerned with direction, supervision or guidance—for instance, inspectors, educational advisers, principals of teacher-training colleges and organizers of educational activities for young people and adults—with training, information and advice enabling them to help teachers work towards the objectives of this recommendation, taking into account the aspirations of young people with regard to international problems and new educational methods that are likely to improve prospects for fulfilling these aspirations. For these purposes, seminars or refresher courses relating to international and inter-cultural education should be organized to bring together authorities and teachers; other seminars or courses might permit supervisory personnel and teachers to meet with other groups concerned such as parents, students, and teachers' associations. Since there must be a gradual but profound change in the role of education, the results of experiments for the remodelling of structures and hierarchical relations in educational establishments should be reflected in training, information and advice.
35. Member States should endeavour to ensure that any programme of further training for teachers in service or for personnel responsible for direction includes components of international education and opportunities to compare the results of their experiences in international education.
36. Member States should encourage and facilitate educational study and refresher courses abroad, particularly by awarding fellowships, and should encourage recognition of such courses as part of the regular process of initial training, appointment, refresher training and promotion of teachers.
37. Member States should organize or assist bilateral exchanges of teachers at all levels of education.

VIII. Educational equipment and materials

38. Member States should increase their efforts to facilitate the renewal, production, dissemination and exchange of equipment and materials for international education, giving special consideration to the fact that in many countries pupils and students receive most of their knowledge about international affairs through the mass media outside the school. To meet the needs expressed by those concerned with international education, efforts should be concentrated on overcoming the lack of teaching aids and on improving their quality. Action should be on the following lines:
- (a) appropriate and constructive use should be made of the entire range of equipment and aids available, from textbooks to television, and of the new educational technology;
 - (b) there should be a component of special mass media education in teaching to help the pupils to select and analyse the information conveyed by mass media;
 - (c) a global approach, comprising the introduction of international components, serving as a framework for presenting local and national aspects of different subjects and illustrating the scientific and cultural history of mankind, should be employed in textbooks and all other aids to learning, with due regard to the value of the visual arts and music as factors conducive to understanding between different cultures;
 - (d) written and audio-visual materials of an interdisciplinary nature illustrating the major problems confronting mankind and showing in each case the need for international co-operation and its practical form should be prepared in the language or languages of instruction of the country with the aid of information supplied by the United Nations, Unesco and other Specialized Agencies;
 - (e) documents and other materials illustrating the culture and the way of life of each country, the chief problems with which it is faced, and its participation in activities of world-wide concern should be prepared and communicated to other countries.
39. Member States should promote appropriate measures to ensure that educational aids, especially textbooks, are free from elements liable to give rise to misunderstanding, mistrust, racist reactions, contempt or hatred with regard to other groups or peoples. Materials should provide a broad background of knowledge which will help learners to evaluate information and ideas disseminated through the mass media that seem to run counter to the aims of this recommendation.
40. According to its needs and possibilities, each Member State should establish or help to establish one or more documentation centres offering written and audio-visual material devised according to the objectives of this recommendation and adapted to the different forms and stages of education. These centres should be designed to foster the reform of international education, especially by developing and disseminating innovative ideas and materials, and should also organize and facilitate exchanges of information with other countries.

IX. Research and experimentation

41. Member States should stimulate and support research on the foundations, guiding principles, means of implementation and effects of international education and on innovations and experimental activities in this field, such as those taking place in the Associated Schools. This action calls for collaboration by universities, research bodies and centres, teacher-training institutions, adult education training centres and appropriate non-governmental organizations.
42. Member States should take appropriate steps to ensure that teachers and the various authorities concerned build international education on a sound psychological and sociological basis by applying the results of research carried out in each country on the formation and development of favourable or unfavourable attitudes and behaviour, on attitude change, on the interaction of personality development and education and on the positive or negative effects of educational activity. A substantial part of this research should be devoted to the aspirations of young people concerning international problems and relations.

X. International co-operation

43. Member States should consider international co-operation a responsibility in developing international education. In the implementation of this recommendation they should refrain from intervening in matters which are essentially within the domestic jurisdiction of any State in accordance with the United Nations Charter. By their own actions, they should demonstrate that implementing this recommendation is itself an exercise in international understanding and co-operation. They should, for example, organize, or help the appropriate authorities and non-governmental organizations to organize, an increasing number of international meetings and study sessions on international education; strengthen their programmes for the reception of foreign students, research workers, teachers and educators belonging to workers' associations and adult education associations; promote reciprocal visits by schoolchildren, and student and teacher exchanges; extend and intensify exchanges of information on cultures and ways of life; arrange for the translation or adaptation and dissemination of information and suggestions coming from other countries.
44. Member States should encourage the co-operation between their Associated Schools and those of other countries with the help of Unesco in order to promote mutual benefits by expanding their experiences in a wider international perspective.
45. Member States should encourage wider exchanges of textbooks, especially history and geography textbooks, and should, where appropriate, take measures, by concluding, if possible, bilateral and multilateral agreements, for the reciprocal study and revision of textbooks and other educational materials in order to ensure that they are accurate, balanced, up to date and unprejudiced and will enhance mutual knowledge and understanding between different peoples.